

## Rita Bean's Levels of Intensity for Instructional Coaching

### Level 1 (Informal; helps to develop relationships)

- Talking with colleagues about literacy learning and student needs (identifying issues or needs, setting goals, problem solving)
- Developing and providing materials for/with colleagues
- Developing curriculum with colleagues; exploring the SAS portal for exemplars
- Participating in professional development activities with colleagues, e.g., conferences/workshops/professional learning opportunities
- Co-facilitating and/or participating in Study Groups, Book Talks, and PLO interests
- Helping teachers understand student assessment data and identifying areas of focus
- Facilitating conversations with teachers about areas of strength and areas of need
- Looking at school wide data
- Providing small group professional learning opportunities, i.e., PD at faculty meetings

### Level 2 (More formal; somewhat more intense; begins to look at areas of need and focus)

- Co-planning lessons and identifying appropriate research-based instructional strategies
- Facilitating team meetings (grade level or content level) to discuss student performance, literacy learning, and using data to inform instruction
- Analyzing student work and identifying areas of strength and areas of need
- Interpreting assessment data (helping teachers use results for instructional decision-making)
- One-on-one support for teachers and reflecting "in" and "on" actions
- Making professional development presentations for teachers
- Beginning the B,D,A cycle of instructional coaching, e.g., before meetings with teachers

### Level 3 (Formal, more intense; may create some anxiety on part of teacher or coach)

- Modeling and debriefing lesson design, instructional techniques, integration of technology
- Co-planning, co-teaching, and debriefing lessons (B, D, A cycle of instructional coaching)
- Visiting classrooms and providing feedback to teachers
- Analyzing videotaped lessons where available and appropriate (360° cameras)
- Facilitating small group professional learning and scenario problem solving
- Facilitating lesson study with teachers
- Providing whole school professional learning

*Adapted from Rita Bean:*

Bean, R.M. (Spring, 2004). *Promoting Effective Literacy Instruction: The Challenge for Literacy Coaches*. *The California Reader*, 37(3), pp.58-63.